

21

TWELFTH REPORT
OF THE
HOME FOR THE TRAINING IN SPEECH
OF
Deaf Children

Before they are of School Age

2201 BELMONT AVENUE, PHILADELPHIA, PENNSYLVANIA, U.S.A.

FOUNDED BY
EMMA AND MARY S. GARRETT
FEBRUARY 2, 1892
ESTABLISHED AS A PENNSYLVANIA STATE INSTITUTION BY
ACT OF ASSEMBLY, JUNE 2, 1893

TRUSTEES

J. B. SHOWALTER, *President* CHAS. S. TURNBULL, M.D., *Secretary*
MARY S. GARRETT, *Treasurer*
J. GEORGE BECHT S. EDWIN MEGARGEE

Attending Physician
THEODORE LeBOUTILLIER, M.D.

Ophthalmologist Dermatologist
WM. T. SHOEMAKER, M.D. FRANK CROZER KNOWLES, M.D.

Laryngologist and Aurist Dentist
JAMES A. BABBITT, M.D. EDWIN SHOEMAKER, D.D.S.

Surgeon
A. D. WHITING, M.D.

Consulting Physicians
CHARLES A. SERVICE, M.D.
CLARENCE T. FARIES, M.D.

MARY S. GARRETT, *Principal* FRANCES QUINN, *Matron*

Resident Teachers

MARY S. ZANE ELIZABETH A. HEIKES
MARY A. SIMPSON MARGARET S. STERCK
BESSIE HOUSER ANNA MINAHAN
GRACE A. McCLELLAN (Substitute Teacher)

Non-Resident Teachers

Physical Culture
Gymnastics and Swimming
MARGARET SHOEMAKER
Sloyd
S. MATTISON CRESSE

November 30, 1914



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FIRST COTTAGE.



ENTRANCE TO ROSE
WALK FROM BEL-
MONT AVENUE.



BELMONT AVENUE.

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MARGARET SHOEMAKER S. MATTISON CRESSE

November 30, 1914

FORM OF BEQUEST.

I bequeath to the persons who, at the time of the distribution of my estate, shall be Trustees of the Home for the Training in Speech of Deaf Children Before They Are of School Age, appointed under and by virtue of an Act of the Commonwealth of Pennsylvania, approved June 2, A. D. 1893, the sum of.....

.....
to be held, used, disposed of and expended by the said Trustees and their successors in the trust for special expenses of the said Home, not covered or provided for by the State Appropriations.

To His Excellency, the Governor of Pennsylvania, to the Senate and House of Representatives, to the Board of Commissioners of Public Charities, and to the Contributors to the Home for the Training in Speech of Deaf Children Before They Are of School Age, the Board of Trustees respectfully submits the following Reports:

Report of the Trustees

During the twenty-two years since we have been working to supply what, in our judgment, are the home needs of every young child for its development (whether hearing or deaf) we have endeavored to follow Froebelian principles.

The little deaf children who are with us for the purpose of learning articulate speech and language are given the opportunity for "Learning" these "in the Doing" through the constant repetition of the language connected with the ordinary activities and duties of home life to the absolute exclusion of any artificial means whatever of carrying ideas to the brain.

We feel that it is the solemn duty of all those who have little children in their keeping to give to each the opportunity for developing the talents with which the Creator has endowed it. We furthermore know that "no man liveth unto himself alone;" that each influences and is profoundly influenced by others. We realize that the talent of imitation stimulates the whole group of mind activities and that this tendency to imitate exists in the child for a purpose needed for its development. Therefore, if the little one is deprived of the opportunity to gain proper ideals from the experience of others it loses something which the Creator intended it to have, and which certainly must be needed for the child's symmetrical development.

We are not preparing for the lives of hermits with no one to think of but ourselves; we *must* live with others, and we should early learn to consider the rights and individuality of others.

If little children follow only their own wilfulness, how are they to learn the self-control which is necessary to every human being in building a symmetrical character?

157107

Therefore it seems to us that the training of the little ones in groups, as they exist in families is better; for in this way it is quite possible to conserve and encourage individuality, while at the same time this method does not overlook, until too late, the other considerations.

So far as moral training (and spiritual training follows) is concerned, the best way to teach morality to a child is to set it the example of morality, truthfulness and justice, and give it only these to imitate.

We discharge children in September and February because the public school terms begin in these months.

The usual number sent annually from the Home, prepared to be educated in classes with the hearing and learn their trades in the same way, is ten, and their places are then filled by ten little children.

There is no reason why the children discharged from the Home prepared in this way should be any more expense to the State for maintenance. They are ready to live in their own homes and attend school with their brothers and sisters; at the same time inevitably learning to live among the hearing. It is in a hearing world where they must pass their lives and a hearing world with which they must compete in earning their living.

Of one class of ten discharged ready for the above education, one child was eight years of age, six were eleven and three were twelve years of age.

Eight of these are doing successful work in eight different schools for the hearing. Three of them are in different schools in Philadelphia; one attending the Heston School, being the third deaf child from here who has attended that particular school at three different periods; another one the Gustavus S. Benson School, and the other one is attending St. Gregory's Parochial School. One of the eight children is attending a school in Wilkes-Barre; another one in Dorranceton; another one in Brownsville; another one in Quakertown, and another one in Fillmore, California, to which place the family moved.

The remaining two in the class of ten were equal in ability to any in the class and superior to some, but they were not given the same opportunity to be educated with the hearing by parents and teachers as the other eight, and were sent to Mount Airy.

AMMON'S GRANDMOTHER
SENDS HIM A CHRIST-
MAS TURKEY.



A PLAYGROUND AMUSEMENT, CONSTRUCTING
A WIGWAM AND PLAYING INDIAN.



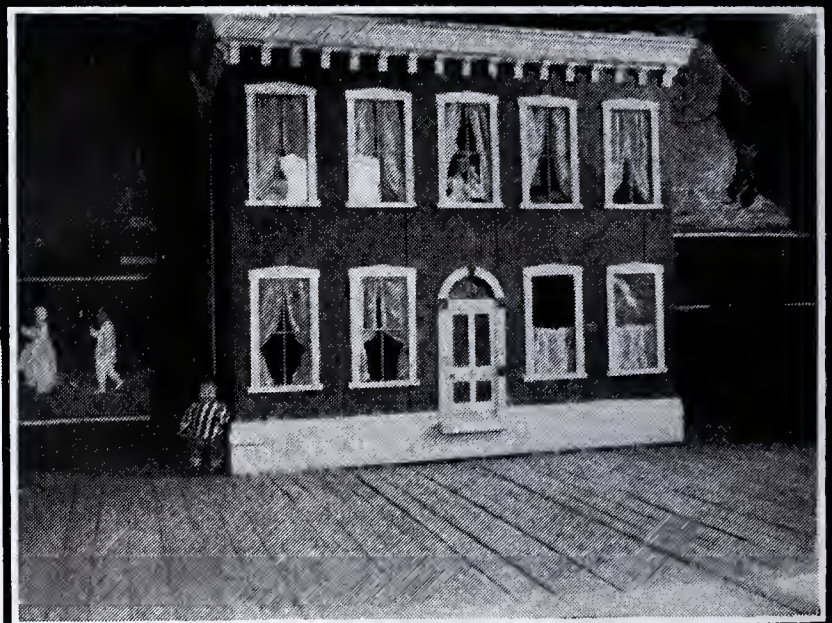


THE UNRULY DOLL.

THE FAITHFUL MOTHER.



THE EVEN-TEMPERED
HORSE.



INDOOR PLAYHOUSE, LARGE
ENOUGH FOR CHILDREN TO
PLAY INSIDE. ENTRANCE
AT THE BACK.

We append extracts from some of the letters from the teachers and parents of these eight children and also from the children themselves :

ELIZABETH SEGOL.—Attending the Heston School, entered 3d Grade B. Has been promoted each half year and in September, 1914, was promoted to the 5th Grade A. Dr. E. A. Heilman, Principal of the Heston School, wrote us December 16, 1913, as follows, about the three children who have been in his school:

"It gives me a great deal of pleasure to endorse in every way the work you are doing with deaf children. I recall very distinctly the work of Anna de Angeli and Lancelot Evans while they were successively pupils of this school. I remember how marvelous it seemed to me to have children who were absolutely deaf, do such satisfactory work as they always did. Anna, as you may recall, completed the work of the grammar school while she was with us, and was promoted to the High School. Elizabeth Segol, who is now in our Fourth Grade, has always maintained a satisfactory standing in her class, working side by side with hearing children."

ALEXANDER MCELHENNEY.—Attending the Gustavus S. Benson School, entered 3d Grade A and has been promoted each half year. He also attends Sunday-school and is very fond of both schools, and is never willing to be absent or miss any part of either. He also helps about at home, feeding chickens and watering the horses in his father's livery stable.

BERNARD MCGARRITY.—Attending St. Gregory's Parochial School, has been promoted each term. He also has a satisfactory home and is therefore included in every part of the home life.

WILLIE RUDKIN.—Is the child whose family moved to California, and from whom we always get satisfactory reports. The father in reporting on Willie writes: "I wish you could look in on us of an evening and see the happy family. Mother has always helped the little ones with their spelling, etc. They get their books and the lessons for to-morrow are thoroughly gone over."

MARGARET HOFSSOMMER.—Attending school in Wilkes-Barre writes of her promotion, that her teacher is very kind to her and likes her and that she likes her teacher. Her mother writes that she is obedient and does well at home.

LOTTIE BITTNER.—Attending school in Dorranceton. Has been promoted, does well in school; she says in one of her letters: "Mother taught me to play dominoes one evening and now I can beat sister Estella."

PAULINE CAINE.—The class baby, attending school in Brownsville, writes: "I like my teacher very much." She was promoted. Also attends school with her hearing sister a year older than she. She writes frequently to her former teacher and to "Miss Mary" telling of her play and home interests in general. She announced in one letter that she, daddy and sister Louise each had a puppy dog, that hers was very thin and weak, and the next letter announced their deaths and that they now have a dog cemetery in the yard.

MANLY CAMPBELL.—Attending school in Quakertown writes that he is promoted. His father has a farm and Manly as well as his older brother has his special work on the farm and also in the house. He feeds the chickens, the calf and the pigs, and carries wood and water for the house. He converses fluently with all in the family down to his six-year-old brother who also has no difficulty whatever in communicating with him.

The combination of sharing in the family life and duties at home and receiving instruction from competent and sympathetic teachers at school as these eight children enjoy, inevitably educates them at the same time for life and earning their living in a hearing world. The absence of one or both of these factors in the lives of some of the children who have been with us is a tragedy.

Extracts from letters from teachers in the public schools and others, in response to a request for such testimony from Philadelphia:

"I have handled now five of your children. Each of them has competed very successfully with the 'hearing' children of this school, and in no case have we given any amount of special effort to the problem. I have found that deaf children vary in mentality just as other children vary. The training that you give them removes their physical handicap and we are able to reach their minds. Certainly we cannot change the calibre of the mind, which varies with them as with normal individual children. *It seems to me that the strongest feature about your work is that you prepare your children to live in a world of hearing people by giving them contact with the normal world of childhood. This contact is absolutely essential to their development. It reduces their physical disability to a minimum and prepares them for a full life of social usefulness.* With best wishes for the success of your great work.

MARGARET T. MAGUIRE, Supervising Principal,
George Washington Public School,
December 11, 1913. Fifth Street below Washington Avenue."

"I have had several of your boys in the evening classes, and they have all attended to their work without giving any trouble at all in school, and have made commendable progress.

WILLIAM C. ASH, Principal,
Philadelphia Trades School,
December 12, 1913. 17th and Pine Streets."

"I have had three of your children, and all of them were able to do their parts so well among hearing children that it was a pleasure to teach them. None of the three had any difficulty in taking spelling and other work from dictation, and what was best of all, they came to me with a solid foundation laid through your efforts.

R. M. MCCARROLL,
Joseph M. Bennett School,
December 12, 1913. Ford Road and Monument Avenue."

"It affords me great pleasure to assure you that our experience with Morris Keyser, who received his training in your school, demonstrated his perfect ability to carry on the work in the Religious School in our Congregation. He entered the Confirmation Class and prepared his studies the same as the other pupils. He got quite a fair knowledge of the Hebrew language, and ranks among the best in all subjects. I am informed by the instructor of the Confirmation Class that he is one of the most capable members. At first I thought he might interfere with the progress of the work, but on the contrary, he stimulated the less gifted pupils who had no such limitations under which he suffered. I want to say that one of the finest effects of his presence in the class was the moral influence exerted upon the other pupils, that manifested itself in many gracious ways and brought out the finer traits of his classmates. It affords me much satisfaction to give you this testimony and wishing you every success.

HENRY BERKOWITZ,
Rabbi Rodeph Shalom Congregation,
Broad and Mount Vernon Streets."

December 16, 1913.

"Norman Herbert entered this school in 1906 and graduated June, 1912. He was a boy of average mentality, and in spite of his handicap he went through school from the fourth to the eighth grade, only missing one promotion. He had no special help on the part of the teachers. He talked intelligently, and had no difficulty whatever in catching all that was said to him in class, and I am of the opinion that he missed very little of the regular class instruction. The only particular favor granted to him was that each teacher having him in charge was careful to face him in teaching the lesson. All through his course I was absolutely surprised at the progress he made and the ease with which he seemed to take things in, although as I said at the beginning, he was of not more than average ability.

WILBUR J. BROWN, Supervising Principal,
Belmont Public School,
41st and Brown Streets."

December 12, 1913.

"I am pleased to report that Norman Herbert made excellent progress during the time he was enrolled in our evening educational classes. It was a new experience to our instructor to have a deaf pupil in his class. From time to time I made inquiry of the instructor concerning Norman's work, and invariably received favorable report. He did enter into a contest with the other members of our Junior Department, and his composition on "Why I am a Member

of the Y. M. C. A." won a prize. The composition was favorably commented upon by the Chairman of the Educational Committee. With best wishes for the continued success of your splendid work.

J. FRANK KEELER, Secretary Main Building,
 Pennsylvania Railroad Department,
 Young Men's Christian Association,

December 15, 1913.

41st and Westminster Avenue."

While we carry on our work with the children here just as we began it, we are constantly endeavoring to induce such mothers to whom it is possible, to have their little ones learn speech and language in their own homes as they learn it here. If they and those who make the environment of the little deaf child would only understand the simplicity of giving the little deaf child the same repetition of language through its eyes which the hearing child gets through its hearing, and secure it for the child—the results would follow.

Deaf children have been treated abnormally so long and so persistently that the mind of the average person, no matter how wisely they may reason on other subjects, seems to act abnormally the moment the interests of the little deaf child are presented.

In a letter received, dated October 2, 1914, from a little girl who began here (through observation of which her mother learned to help her with the aid of a teacher, trained here, in her own home), she writes and tells us that she has now entered a school for hearing children. She says, "I have these school books—reading, spelling, geography, grammar, history and arithmetic; also a Bible and dictionary. The other girls in my class are the same age as I am." (Eleven years.) She also says, "I read about the war in the newspapers." In another letter she writes about a bridge party her mother had for her aunt on her aunt's birthday. She asks "Miss Mary" if she knows how to play bridge, and says, "I play five hundred in the evenings with the grown people. I often win."

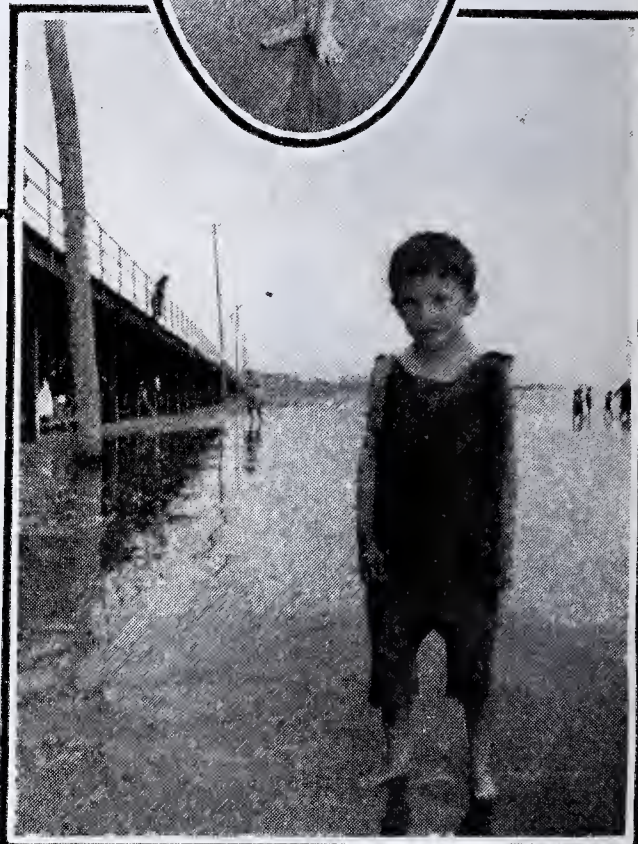
Of a little one being taught in her own home (after a short time here) by her aunt who took a course of training here, we hear, "Mary Alice is doing very nicely, is in the best of health and enjoys everything. She is so interested in school that we are going to the closing exercises of the High School this evening. She has a little friend coming over next Sunday to spend several weeks with her



REVIVING AN EXPIRING SNOW MAN.



WINTER SPORTS.



NO VACATIONS, BUT CHILDREN SPEND TWO WEEKS OF EVERY YEAR AT THE SEASHORE.



and that always seems a great help to her." The child writes on September 15, 1914, "Thank you for the post card from Switzerland. I think it very beautiful. I would not like goat milk. Mother, father, Aunt Mag, Aunt Bess and I went up in the mountains this summer. We had such a good time. We have planted lettuce and hardy sweet peas in the garden this fall. I went for an automobile ride yesterday evening. My birthday is to-morrow, and I am ten years old."

Another mother, who came here for a few months for training, is succeeding beautifully with her little one, six years old, although she has besides an infant five months old and a two-year-old child, but she and her family find ample time and opportunity for the little deaf child who, of course, responds to this properly helpful environment.

Mrs. Eben F. Barker was an active aid in the foundation of the Home and when it was established as a State Institution by Act of Assembly June 2, 1893, Governor Pattison appointed her as one of the Trustees and succeeding Governors continued her appointments. Two months after the issuance of our last Report, Mrs. Barker died. Her interest in the work of the Home never flagged in all those years and was continually manifested in helpful ways. She has left with us abiding memories of the happiest association.

Respectfully submitted,

J. B. SHOWALTER, *President.*

CHAS. S. TURNBULL, M.D., *Secretary.*

MARY S. GARRETT, *Treasurer.*

J. GEORGE BECHT.

S. EDWIN MEGARGEE.

Report of Attending Physician.

November 30, 1912, to November 30, 1914.

During the past two years the general health of the children in the Home has been excellent. This, in great part, is due to the remarkable care given to each child by all those who are in daily contact with them; also to the fact that fresh air in doors and out is part of the child's training.

The ordinary "colds" and attacks of indigestion have been of less frequent occurrence, and more serious illness absent, with the exception of an outbreak of diphtheria, when ten children and two adults were down with this disease; and an epidemic of scarlet fever, which proved to be more serious, nine children and two adults attacked, with one death from this disease.

We are glad to be able to state that both epidemics were confined to only one of the houses, showing the care with which each person in the institution observed the quarantine rules.

It is only in justice to the workers of all grades at the Home that I may be allowed to report that at no institution with which I have been connected have I received such courtesy and help in every way in the carrying out of orders which are helpful to the health of the children. Even through the trying time of two epidemics there has been only cheerfulness and helpfulness on the part of everyone.

Respectfully submitted,

THEODORE LEBOUTILLIER, M.D.

Report of Ophthalmologist.

November 30, 1912, to November 30, 1914.

I have the honor to report upon the work done in the care of the eyes of the children of the Home, for the two years ending November 30, 1914.

During this time the same systematic and careful supervision has prevailed as heretofore, and every child, before entering the Home, has been examined in order to exclude any undesirable eye condition, and after entrance re-examined and corrected, should there be the slightest suspicion of defective vision or eye-strain. Glasses have been prescribed for a number of the children, and from time to time a few cases of conjunctival and corneal diseases have been treated.

Too much credit cannot be given to the Matron, and others in daily contact with the children, for their ever watchful attention, and the intelligent use of their highly practiced and almost unerring powers of observation. To this, more than to anything else, is due the very efficient discharge of the great trust imposed upon them.

Respectfully submitted,

WILLIAM T. SHOEMAKER, M.D.

Report of Laryngologist and Aurist.

November 30, 1912, to November 30, 1914.

The Laryngological and Otological Department has been active as usual at the Home, and during the year the customary number of tonsil and adenoid operations, with an occasional ear curettage, have been performed.

The periods of isolation and cases of incidental infection have, in a measure, disturbed its continuity, but the manner in which these have been brought under control has not only given great credit to the Institution, but has bespoken the value of the nasopharyngeal status in the children.

As before, during the summer months, Dr. Vail has very cordially assisted the Department by acting as substitute laryngologist, and the general condition at present of the children seems to be distinctly improved over the previous year.

A careful routine pathological examination of the secretions has been instituted relative to clearing out mastoidal foci of purulent condition, thus relieving the danger to the children from infection carriers. Based upon this examination operative procedures as indicated will be carried out.

Uniform and kindly courtesy has always been extended to the Laryngologist in the work, and he would again extend his appreciation to the principal and officers of the Home.

Respectfully submitted,

JAMES A. BABBITT, M.D.

Dentist's Report.

November 30, 1912, to November 30, 1914.

Unfortunately the press of office practice has rendered impossible my giving the close attention to the children at the Home that was the rule at first; visits are of necessity more irregular. But while prophylactic measures suffer to a certain extent, active disorders are anticipated as far as possible, and their serious consequences averted.

The year or two of frequent visits shows to advantage now. Emergency calls to the Home are rare. A number of extractions of temporary teeth have been made, less frequently putrescent conditions have been treated, and permanent teeth are kept as free from caries as is possible by fillings. One child of four or five, by a fall, broke from its bony attachment an upper central incisor. With the aid of a splint embracing the two adjacent teeth the loosened central was held in place until new bone formed about its root. Fortunately the tooth was not devitalized.

The mouth of every child about to leave the institution is carefully inspected and the indicated procedures carried out.

Respectfully submitted,

EDWIN SHOEMAKER, D.D.S.

Report of Attending Surgeon.

It gives me much pleasure to make this, my first report, as Surgeon to the Home.

The "first aid to the injured" so skilfully administered by the caretakers of the Home prevented infections and minor injuries from becoming serious, as many of them would have become had they been neglected.

There have been no broken bones among the inmates, and no conditions requiring operative interference, except a few cases of infection which demanded free incision.

The uniform courtesy of the Officials of the Home makes it a pleasure to visit the Home and attend to the inmates, but I sincerely trust, for the sake of the little ones, that the services of a surgeon will not be required often.

Respectfully submitted,

A. D. WHITING, M.D.

Report of Dermatologist.

It has been a great pleasure to act as Dermatologist to such a worthy institution.

Fortunately there have been but few skin affections and those seen were mostly of a trivial nature. The careful attention the children receive is extremely helpful in preventing a mild cutaneous affection from becoming severe, or in spreading from one little patient to another. The attendants have been extremely faithful in following the courses of treatment outlined.

Respectfully submitted,

FRANK CROZER KNOWLES, M.D.

Report of the Sloyd Teacher.

November 30, 1912, to November 30, 1914.

Since our last report the children have had systematic training in the Sloyd room in paper construction, cardboard sloyd, raphia, cord work, basketry, chair caning and woodwork twice a week from October 1st to June 1st.

The work has been along the lines of the up-to-date thought in this field of education.

The work is graded to the age and capability of the children. There is a variety in it which makes it interesting and attractive to the children, and at the same time tends to develop in them habits of order, exactness, neatness and cleanliness, the love for work and the desire to be doing something worth while.

All things made have value as toys, ornaments, or other definite uses. Last spring our class in woodwork was much interested in bird life, and through the coöperation of the class teacher, they made and erected several bird houses.

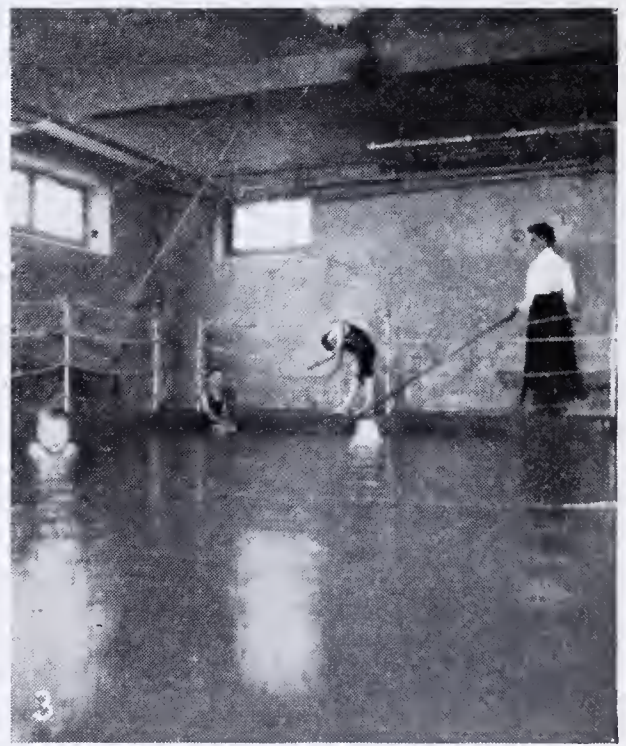
The instruction is given orally. Occasionally the work is illustrated by drawing as in woodwork, where the lesson to be taught is to learn to read a drawing.

While the primary object of our work is educational, it is forming a good foundation for entry into the vocational lines of study which the children will take up when they leave the "Home" and enter the public schools with the hearing.

Respectfully submitted,

S. MATTISON CRESSE,

Instructor of Woodwork in the
Department of Vocational Training and Guidance,
William B. Hanna School.



1. ROSE COTTAGE.
2. INFIRMARY END WITH SEPARATE ENTRANCE.
3. GYMNASIUM 42 FT. X 28 FT., SWIMMING POOL IN BASEMENT.

Report of Teacher of Physical Culture Gymnastics and Swimming.

During the past year the children have had regular training in Gymnastics and Swedish work. They feel the time and rhythm in the marching, and are rapidly improving in this. Various gymnastic games are played for which they are always enthusiastic.

They particularly seem to enjoy the swimming which begins in the spring and continues through the fall to December. All the classes but the youngest swim and dive in very good form. The babies of three and four years of age are first put on the safety belt. It is remarkable how soon they overcome their fear of the water.

In all the work it is gratifying to note that the children are quick, keen and observing, and show interest and a desire to improve.

Respectfully submitted,

MARGARET SHOEMAKER.

Treasurer's Report.

NOVEMBER 30, 1912, TO NOVEMBER 30, 1914.

DR.

To Warrants on State Treasurer for Maintenance.....	\$45,787 50
“ Warrants on State Treasurer for item of appropriation for painting, other ordinary and extraordinary repairs and furnishings.....	3,999 77
“ Pay pupils	3,940 00
“ Amount borrowed from Special Fund on account of deficits in Maintenance Accounts to November 30, 1914.....	549 33
“ Interest on invested funds and deposits, and amount received in settlement defective roof.....	306 15
	\$54,582 75

CR.

By Liabilities for Quarter ending November 30, 1912, for Maintenance	\$5,934 09
“ Payment on Item of appropriation for painting, other ordinary and extraordinary repairs and furnishings	3,999 77
“ Salaries and wages.....	23,512 41
“ Provisions, household supplies, fuel, light and miscellaneous expenses	21,136 48
	\$54,582 75

LIABILITIES.

For Quarter ending November 30, 1914, bills due and unpaid, Maintenance	\$6,428 52
“ Painting, other ordinary and extraordinary repairs and furnishings, bills due and unpaid.....	824 55
	\$7,253 07

MARY S. GARRETT, *Treasurer.*

Accounts are audited quarterly by a State Auditor.

Special Fund.

LIST OF DONATIONS AND CONTRIBUTIONS FOR EXPENSES NOT COVERED BY STATE
APPROPRIATIONS, NOVEMBER 30, 1912, TO NOVEMBER 30, 1914.

Mrs.* Louis R. Page.....	\$10 00	Mr. and Mrs. Chas. Hof-	
Mrs. William Simpson, Jr...	20 00	sommer	2 00
Mr. John Kadel.....	15 00	Mr. and Mrs. Chas. Bittner	2 00
Mrs. George K. Johnson.....	100 00	Mr. and Mrs. George B.	
Mr. Florence J. Heppe.....	5 00	Caine	2 00
Mr. Alexander McElhenney..	5 00	Mr. and Mrs. Wm. H. Rud-	
Interest	14 30	kin	2 00
Mrs. J. Lewis Crozer.....	50 00	Mrs. Jacob Bagdanoff.....	2 00
Miss Bertha E. Patterson....	5 00	Mr. and Mrs. George M.	
Interest	12 50	Clemow	5 00
Three children of Mrs. Wm.		Mr. and Mrs. Charles Shauf	10 00
Sims	3 00	Mr. and Mrs. Robt. P.	
Mrs. Jennie H. Reed.....	5 00	Smith	5 00
Mrs. Alexander McElhenney.	5 00	Mrs. A. F. McGuire.....	2 00
Mr. George C. Kadel.....	25 00	Kenneth A. Blue.....	2 00
Interest	20 00	Mr. and Mrs. F. A. Kadel.	2 00
Interest	50 00	Mr. and Mrs. Geo. W. Sny-	
Mr. William H. Rudkin.....	5 00	der	3 00
Interest	12 50	Mr. and Mrs. Walter A.	
Interest	19 20	Nowland	2 50
For children's transportation		Mr. and Mrs. Harry Wein-	
and board Atlantic City for		berg	2 00
two weeks, May, 1913, as		Mr. and Mrs. Samuel Krak-	
follows:		auer	2 00
Mrs. Eckley B. Coxe.....	100 00	Mr. John Vita.....	2 00
Mr. John Kadel.....	25 00	Mrs. L. McCarthur.....	4 00
Mr. William H. Luden....	50 00	Mr. Samuel Krakauer.....	2 00
Donation	150 00	Mr. and Mrs. Emanuel Eby	10 00
Mr. and Mrs. Edw. Sees-		Mr. and Mrs. W. L. Ames.	2 00
holtz	2 00	Mr. and Mrs. John Mc-	
Mr. and Mrs. Solomon Mil-		Cormick	2 00
ler	2 00	Mr. and Mrs. Edw. For-	
Mr. and Mrs. Joseph Apole-		wood	2 00
baum	2 00	Mr. Ralph Forwood.....	1 00
Mr. and Mrs. Max Cohen.	2 00	Mrs. Teresa Satterella....	2 00
Mr. and Mrs. Edward Giles	2 00	Mrs. Anna Minahan.....	5 00
Mr. and Mrs. Thomas		Mr. and Mrs. Harry Weber	5 00
Wenis	2 00	Mr. and Mrs. Robt. H.	
Mrs. Jennie H. Reed.....	2 00	Wood	5 00
Mr. and Mrs. Clarence H.		Mr. and Mrs. John K. Den-	
Smith	10 00	linger	5 00
Mr. and Mrs. George H.		Mrs. Percy Brown.....	2 00
Colgan	3 00	Mrs. Mary M. Bauman....	3 00
Mr. and Mrs. Melvin H.		Mr. and Mrs. John Gott-	
Rowand	3 00	schalk	3 00
Mr. and Mrs. John Shast..	2 00	Mr. and Mrs. Thos. Chap-	
Mr. James H. Hubbard....	1 00	pell	3 00
Mr J. H. Hubbard.....	1 00	Mr. Alexander Falzone....	2 00

Mr. and Mrs. Giovanni Di-Giacomo	2 00	Mr. and Mrs. Emanuel Eby	10 00
Mr. and Mrs. Frank Reed.	3 00	Mr. and Mrs. Edward Forwood	2 00
Mr. and Mrs. Peter Hen-nigan	2 00	Mr. and Mrs. Samuel Blum-berg	2 00
Mr. and Mrs. Vincenzo Grillo	1 00	Mrs. H. Rush.....	2 00
Mrs. Jennie Sharavsky.....	3 00	Mrs. Teresa Satterella.....	2 00
Mr. and Mrs. Albert J. Pearce	3 00	Miss Dorothy Baliff.....	1 00
Mr. and Mrs. John Bird...	2 00	Mr. and Mrs. John Bird...	3 09
Mrs. Belle McConnell.....	2 00	Mr. and Mrs. Vincenzo Grillo	1 00
		Mr. and Mrs. Giovanni Di-Giacomo	2 00
Mrs. Florence Heppe.....	5 00	Mr. and Mrs. Peter Hen-nigan	2 00
Interest	12 50	Mr. and Mrs. Albert J. Pearce	3 00
Mr. Edward Seesholtz.....	5 00	Mr. and Mrs. Frank Reed.	5 00
Interest	20 00	Mrs. Belle McConnell.....	2 00
Mr. George Kadel.....	25 00	Mrs. Fannie L. Bitner.....	2 00
Mrs. Elinor W. Squiers....	25 00	Mrs. Jennie Sharavsky....	3 00
Interest	50 00	Mr. and Mrs. Charles Shauf	10 00
Mrs. W. A. Magee.....	5 00	Mr. and Mrs. George M. Clemow	5 00
Mr. William H. Rudkin...	5 00	Mr. and Mrs. Giovanni Vita	2 00
Interest	15 01	Mr. and Mrs. Walter A. Nowland	3 00
Interest	12 50	Mr. and Mrs. Robt. P. Smith	3 00
Mr. John Kadel.....	25 00	Mr. and Mrs. Samuel Krakauer	2 00
Mr. William A. Patton....	25 00	Mr. and Mrs. F. A. Kadel..	2 00
Mrs. Louis R. Page.....	10 00	Mr. and Mrs. Harry Wein-berg	2 00
Mrs. William Simpson, Jr..	20 00	Mr. and Mrs. George W. Snyder	3 00
Mr. Florence Heppe.....	5 00	Mrs. A. F. McGuire.....	2 00
Mrs. H. Reeves Lukens....	1 50	Kenneth A. Blue.....	2 00
Mrs. Howard Lukens.....	1 00	Mr. and Mrs. Harry Weber	5 00
Mrs. J. Lewis Crozer.....	50 00	Mr. and Mrs. John K. Den-linger	5 00
Mr. George Kadel.....	25 00	Mr. and Mrs. Robt. H. Wood	4 00
Mrs. Jennie Sharavsky....	5 00	Mr. and Mrs. John Gottschalk	3 00
Interest	3 97	Mr. and Mrs. Thos. Chap-pell	3 00
Mrs. Jennie Sharavsky....	5 00	Mr. and Mrs. James O. Hardin, Jr.....	2 00
Mrs. George K. Johnson...	200 00	Mr. and Mrs. Rocco Tuzio.	2 00
Mr. John N. Kadel	25 00	Mr. and Mrs. Alexander Falzone	2 00
Mrs. Florence Heppe.....	5 00	Mrs. Mary M. Bauman....	3 00
Mr. George Kadel.....	25 00	Mrs. Anna Minahan.....	2 00
		Mr. and Mrs. John Shast..	2 00
For children's transportation and board Atlantic City for two weeks, September, 1914, as follows:			
Four children of Mrs. Wm. Sims	4 00		
Mrs. Jennie H. Reed.....	3 00		
Mrs. Thomas Wenis.....	2 00		
Mr. and Mrs. Max Cohen.	2 00		
Mr. and Mrs. Edward Sees-holtz	2 00		
Mr. and Mrs. W. L. Ames.	2 00		
Mr. and Mrs. John McCor-mick	2 00		

Mr. and Mrs. Clarence H. Smith	5 00
Mr. and Mrs. George Colgan	3 00
Mr. and Mrs. Melvin H. Rowand	3 00
Mr. and Mrs. Harry Rubin	3 00
Mr. and Mrs. Benjamin T. East	3 00
Mr. James H. Hubbard.....	1 00
Mr. J. H. Hubbard.....	1 00
Mrs. C. W. Stranahan.....	2 00
Mr. and Mrs. Harry Broude	2 00
Mr. and Mrs. Nathan Kravitzky	2 00
Mr. and Mrs. Wm. Brennecke	2 00
Mr. and Mrs. F. Broderick	2 00
Mr. George Moon.....	2 00
Mrs. Rose Byham.....	3 00
Miss Gertrude Tierney.....	2 00
Interest	12 12
Mrs. William Simpson, Jr.	5 00
Mr. John Kadel.....	25 00

DONATIONS.

Dr. Clinton Franklin, clothing.
 Mrs. Caleb F. Fox, clothing and incidentals for one child for one year (\$30.00).
 Mrs. Louis R. Page, eight puzzles.
 Mrs. H. Reeves Lukens, \$2.00 for stockings and gloves for children.
 Dr. and Mrs. Chas S. Turnbull, playhouse for children.
 Mr. George F. Lasher, discount of \$50.00 from bill for printing 11th Reports.
 Dr. Clinton Franklin, clothing.
 Mr. Walter Sonneberg, 25 white Leghorn chicks.
 Mr. C. Townsend Allen, 25 white Leghorn chicks.
 Mrs. Drysdale, shoes.
 Mrs. George Douglass Ramsay, clothing.
 Mr. James M. Furey, ice cream for three classes.
 Zoological Society, passes for all the children, teachers and housemothers to the Zoo.
 Mr. H. H. Battles, 75 rose plants.

Henry F. Michell Co., 50 bulbs elephant ears, value \$5.00.
 Mrs. A. F. McGuire, crate cantaloupes.
 Overbrook Needlework Guild, 113 garments.
 Dr. Clinton Franklin, clothing.
 Miss S. Vollmer, music for teachers.
 Mr. G. A. Schwartz, through Mrs. Fisher, two large packages Christmas tree ornaments.
 Mrs. Caleb F. Fox, clothing and incidentals for one child for one year (\$30.00).
 Mrs. Louis R. Page, \$5.00 for Christmas dinner for D. family.
 Mr. James M. Furey, candy toys for children.
 Mrs. Edward J. Anderson, package cards and booklets for children.
 Home Missionary Society, clothing for two children.
 Mrs. Jennie Sharavsky, box fruit and cakes for Easter.
 Mr. T. Williams Roberts, tennis balls.
 Mrs. Percy H. Clark, ice cream for children.
 Mr. Ellis Gimbel, admission of children and teachers to Barnum & Bailey circus.
 Dr. Chas. S. Turnbull, special car children and teachers to and from circus.
 Zoological Society, passes for all the children, teachers and housemothers to the Zoo.
 Mrs. David E. Williams, plants.
 Mrs. Wilford Schoff, plants.
 Mr. Walter Sonneberg, 25 barred Plymouth Rock chicks.
 Mr. C. Townsend Allen, 25 barred Plymouth Rock chicks.
 Dr. Clinton Franklin, clothing.
 Mr. McCrone, cherry treat for children.
 Miss Anna C. Reinhardt, clothing.
 Miss M. W. Roberts, toys for children.
 Dr. Clinton Franklin, clothing.
 Mrs. Percy Clark's children, fruit and toys.
 Overbrook Needlework Guild, 103 garments.

Mr. and Mrs. W. L. Ames, barrel apples.

Miss S. Vollmer, music for teachers.

Mrs. Caleb F. Fox, clothing and incidentals for one child for one year (\$30.00).

Mr. and Mrs. C. A. Smith, barrel apples.

Mrs. William Simpson, Jr., clothes one child.

Mrs. Bernard Thalheimer, donated \$10 toward clothing for one child.

United Hebrew Charities, clothed two children and paid small incidentals for three children.

Miss Rebecca Rosenbach, clothes one child and pays its incidentals.

Juvenile Protective Association, clothes one child.

Lovers of Children, Germantown, pays incidentals for one child.

Blair County Home, clothes one child and pays its incidentals.

Home for the Friendless, Erie, clothes one child.

Address

made at the

Fourteenth Annual Meeting

of the

Pennsylvania Congress of Mothers and Parent-Teacher Associations

held at

Erie, Pennsylvania, October, 1913.

BY MARY S. GARRETT.

I—HANDICAPS PLACED BY THE COMMUNITY UNCONSCIOUSLY ON THE DEAF MORE SERIOUS TO THEM THAN DEAFNESS ITSELF.

II—HOW PENNSYLVANIA'S EFFORT TO PROVIDE ONE FACTOR TOWARD THE ULTIMATE PREVENTION OF DEAFNESS SHOULD PROMPTLY BE IMPROVED.

The average person in the community although regarding with horror the custom of the ancient Romans of throwing deaf infants in the Tiber, the Laws of Lycurgus requiring them to be exposed to die, and the statement of Aristotle that they are incapable of instruction, rarely realize that they are still in many ways the victims of unconscious cruelty.

Because of the general indifference to, or ignorance of, the wonderful powers of the eye, when an infant is discovered to be deaf, scarcely one person in thousands, perhaps millions, thinks of taking advantage of these powers to meet the child's budding inclination to speak and to express itself in language, or takes the trouble to think out that the deaf child's golden and best opportunity for gradually acquiring these, is in its earlier years.

Honorable Galusha A. Grow said, "The first idea the infant in the cradle obtains is from sight."

Even if the deaf child receives careful training in speech and language through the eye later, *nothing* can ever compensate it for having been deprived of the precious opportunity to make these *a part of itself in its earlier years*.

When parents desire their children to acquire a foreign language, they are intelligent in giving them the chance to acquire it from infancy, realizing the value of this period of life, but when it comes to the deaf child, they unconsciously and generally assume that the deaf child is "incapable" of acquiring language in infancy, and place upon it a handicap in neglecting to give it the repetition of language through the *eye*, which they are securing for

the hearing child through the ear, and though unconsciously cruel, they are actually taking from it one of its most precious natural gifts.

In addition to providing training in a foreign language at the same age as the hearing child acquires its vernacular, the intelligent parent also requires that the child shall be trained in using the language which they are little by little acquiring, as their *means of communication*, and as a further precaution toward securing success, they insist that the child shall be constantly addressed in the desired language, confining it to that means of communication. Parents and educators realize that foreign languages taught in classes in schools while children are growing older, and using their vernacular for all their other lessons and for communication, are of little practical use as a means of communication by the children with foreigners later.

Will the mothers of our land not think a little farther and realize that the longer the training of the deaf child in speech and language is delayed after it has been handicapped by being deprived of the natural opportunity of infancy and from early childhood, the more its chance to make these the habit of its life for communication, is reduced.

Should we not cease ignoring the cry of the deaf infant to be given the speech which is the expression of thought, indicated by its babbling syllables, which are exactly similar to those of the hearing child?

Shall the mother and those who constitute the little one's environment, go on forever stopping immediately talking to the *eyes* of the infant which naturally follow them, at once they discover it to be deaf?

Mothers, does it not seem to you worth while that the parents, community and educators, should guide and utilize the power of the eyes of the deaf infant to gradually learn to imitate speech and to understand it if given sufficient intelligent repetition of the ordinary colloquial language of every day life, to the exclusion of all other means of carrying ideas to the child's brain?

Those who make the environment of the deaf child, usually handicap it by taking it for granted that it cannot be trained exactly as the hearing child to take part in life, which has a cruelly deadening influence on the deaf child. Every human being needs more or less encouragement at different stages of its development to make the best of itself.

It is usually falsely taken for granted that there is a wide difference between deaf and hearing children. As a matter of fact, there is no difference whatever between an ordinary group of hearing children and an ordinary group of deaf children, except that the

PUMPKIN PARADE, HALLOWE'EN.



FOURTH OF JULY PARADE.





DOROTHY REED ENTERED SCHOOL FOR THE HEARING
SEPTEMBER, 1914. REPORT OF FIRST MONTH,
OCTOBER 23, 1914.

Arithmetic, 80.
Geography, 85.
Language, 78.

Reading, 88.
Writing, 95.
Spelling, 90.

Conduct, 100.
A. M. HUNTER,
Teacher.

deaf child lacks the ability to connect itself with life through its ear, but it *can* be connected with life through its eye. Opportunities for development equally intelligent should be given to these two groups, one through the ear, and the other through the eye, with absolute fairness from infancy up.

What magnificent surprises await us when we can induce ourselves, the parents of deaf children and the community, to transform the defects of the general policy toward them, into intelligent opportunity in the opposite direction!

Could anyone have prophesied that a child deaf and blind could have developed into a Helen Keller through her remaining senses?

Why do we not all take her case as a fair test of what the deaf children with their wonderful eyes, in addition to her remaining senses, might do if we all unite in ceasing to treat them as abnormal or deficient, and substitute the repetition of speech and language intelligently given from infancy by the simple process of the repetition which gave us our knowledge of it, to the exclusion of any artificial way of carrying ideas to the child's brain? Practically only a small minority of deaf children are given this chance. As a rule the community unconsciously jumps at the conclusion that the natural gifts of the deaf child are limited, and then handicaps it by treating it as though it were something apart and different from its kind. Can anything be more deadening than to surround any individual with such an environment?

Twenty years ago, we began in a very modest way, an effort to teach a few deaf children, home fashion, what every deaf child could be better taught in its own home, if its family could and would develop its possibilities as here outlined, and if the community who make the child's environment would co-operate in doing the same.

It should become second nature to the brothers and sisters, family and servants (if such there be) and all who come in contact with the child, to aid it through its eye. This should not be burdensome, it should become as much the habit of our lives as it is the habit to speak in a tone loud enough for a hearing child to hear.

A few days ago, the mother of one of our former pupils told us how even her little three year old grandson, when speaking to her boy when visiting them, involuntarily turned his face to him although he never had been told he is deaf.

Apropos of our duty to our "neighbor" it is our duty to see that the deaf child becomes an acceptable part of life and not an unwelcome member in the community.

Our object in founding the Home for the Training in Speech of Deaf Children Before They Are of School Age (adopted by the State of Pennsylvania, June 20, 1891, and building appropriated

for)* was to prepare them to be educated with the hearing and learn their trades in the same way, as it is in a hearing world with which they must compete in earning their living.

There are now many children who are being so educated, and young people earning their living, after the preparatory training in speech and language which we have given them.

I present to you one of our former children from your end of the State, not that we have any prepared exhibition to give you, but that you may see the facility with which he can communicate with others, in a natural way on ordinary subjects. This child is absolutely a part of the community in which he lives. He associates with hearing children and no others. He is in classes with hearing children in schools for hearing children, and that is what all deaf children are capable of, if they are given the preparatory training in speech and language.† There is absolutely no reason, except lack of opportunity, why every normal deaf child should not be doing just the same as this child is doing, if they are given the proper chance.

A mother of a deaf infant who had realized its needs and possibilities and met them as outlined above, said of the children in our Home, "I am positive that these deaf children can enter Public Schools and do exactly what is required of them. It is not *in them* to fail, and if they do fail, it will be the fault of their *environment*, their *parents* or their *teachers*." This mother was a qualified teacher before her marriage.

We try in our Home to supply, as far as possible, the chance for development of all the powers of the child, and provide the physical care which all children should have. We live with the children, taking our meals with them. They have flower and vegetable gardens, gymnasium, and swimming pool, and the constant care and supervision of an Attending Physician and Medical Specialists.

One vital point in regard to the training of *all children*, we try to cover with our little ones, namely, training them in hand efficiency and accuracy in various ways, suited to their physical (not chronological) ages, as a preparation for doing honest work later in their trades, a principle which seems to be sacrificed too often in these latter days. There seems to be not enough respect for the quality of work by those who claim wages for performing it.

*Work began February 2, 1892, in an old building, and Legislature appropriated funds for maintenance and authorized the Governor to appoint five Trustees June 2, 1893.

†Testimony from the mother of a classmate of this boy in the Public School for the hearing and also from his Sunday-school teacher in Pittsburgh, was personally given, attesting his ability to keep up with the hearing boys and also of his personal popularity with them.

Apropos of some of the community misapprehension regarding deaf children, one of our little girls, who after leaving us, is living at home and attending Public School successfully, being promoted from time to time, was recently reported by a well-meaning but mistaken Social Worker, as a "neglected deaf mute," and came near being brought before the Juvenile Court to have what they called her "case" looked into. No deaf child need ever be called a mute, unless those who control it, have failed to give it the opportunity to properly develop its hereditary tendency to talk.

Also apropos of the similarity referred to between an ordinary group of hearing children and an ordinary group of deaf children, there is among our earlier pupils, a young man who came to us a small boy with a crossed eye, partial paralysis of the throat and congenitally deaf. He was full of ambition, however, in spite of all these disabilities, and on completing his preparatory course with us, and being returned to his home, he wrote us that his father wanted him to have a private teacher, instead of attending school, saying, "My father and I had an argument on this, and I won out." He took an entire course successfully in the Academy in his native town. All his companions are hearing people; he belongs to the Young Men's Club of the town, and enters into all their sports, including dancing. He is supporting himself and has been ever since he left school. He bought stock in the company where he was employed as book-keeper, and is happy and contented. His ambition and overcoming of obstacles could scarcely be exceeded by a hearing boy.

We should remember that as there is supposed to be about one deaf person to every fifteen hundred inhabitants, that it is much better for that person to be prepared for association with the hearing, as they are in the majority, than to be led to be especially associated with the minority.

We must realize, however, that the greatest and most important work of all in connection with this subject, is to labor toward the gradual *Prevention* of Deafness.

As I have before indicated in other papers, there are three prominent causes. *First*, the marriage of the deaf with each other, reproducing deafness, if not in the first generation, in subsequent generations. *Second*, the marriage of cousins. *Third*, the preventable and contagious diseases which cause so much suffering to all children. It is of interest to all the community to labor for the extermination of the latter.

There seems to be an involuntary inclination permeating the community to bring young deaf people together, as though they would enjoy each other, simply because they are similarly afflicted. I have even known of Russian marriage brokers trying to bring

together congenitally deaf young people who did not know each other, for the sake of making a match. It is only when they have been confined to each other's society, and have no other opportunity, that they themselves want to marry each other.

The *Improvement* which we feel is necessary, is to have a duplicate of our Home in the western part of the State for little girls, so that we could separate the sexes even while they are little, keeping our present Home in the suburbs of Philadelphia for the boys only.

This would be a step toward the Prevention of Deafness. We think it best that these children should not make each other's acquaintance even in their early years.

The Questions here considered should be food for thought for Parents, Educators, Humanitarians, and Taxpayers.

OUR PET BIRCH TREE.



PLANTING PEAS.



PLANTING ONIONS.



RAYMOND AND NORMAN, BROTHERS.
CEASARE AND ANGELO, BROTHERS.

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